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ABSTRACT

A listening laboratory was developed at Evergreen Valley College (EVC) in accordance with procedures used at the college's individualized instruction laboratory. Steps taken in developing the laboratory included: (1) the director of the Learning Center Instructional Laboratory was interviewed to determine the procedure for establishing the listening lab for credit; (2) practitioners involved in listening workshops, courses, and labs at other local community colleges were interviewed to determine the structure/content of their program, the relationship of the listening program to the campuses' learning centers, the academic and economic benefits of offering listening instruction, and the difficulties faculty experienced in their approaches to listening instruction; (3) a literature review was conducted to identify cognitive learning principles, important listening concepts, and similar projects at other colleges; and (4) the listening lab for EVC was designed. Appendixes, which make up over half the document, include a schematic of the Goss Model of Listening; Maryland's listening curriculum framework; questions asked of listening instructors and their responses; listening skills lab course objectives; an introduction to the lab and assignment sheets for students; and a series of instruments designed to help students assess and improve their listening habits and skills. A 35-item bibliography is provided. (UCM)

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**A LISTENING LABORATORY DESIGNED FROM COGNITIVE
LEARNING PRINCIPLES AT EVERGREEN VALLEY COLLEGE**

by

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ABSTRACT

The purpose of this study was to use learning principles from cognitive theory to design a listening laboratory for Evergreen Valley College (EVC). EVC was not offering focused instruction in listening skills outside of its communication studies discipline. The course content and student performances required to meet transferability requirements in the communication studies courses precluded the allowing of adequate class time to fully teach listening skills. This required development of an alternative instructional system.

Instructors of listening programs at Cabrillo College and West Valley College were interviewed. Analysis of the differing rationales, structure, content, benefits, and difficulties with different approaches to teaching listening, and a literature review, were used to determine the philosophy, goals, objectives, and course content for EVC's lab course. As a result of this study, EVC was assisted in expanding its individualized instruction offerings and in providing a lab in listening skills for students based on sound learning theory principles and curriculum design.

It was recommended that student feedback be used to improve the lab. It was recommended that additional individualized modules and a three unit listening course be developed to support further development of listening skills. Additional recommendations included requiring listening competency for graduation and that research be conducted to measure the lab's effectiveness in comparison with other modes of listening instruction.

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INTRODUCTION

Statement of the Problem

The ability to listen well is critical for effective communication. Wolvin & Coakley (1985:8) cite a University of Maryland study (Werner, 1975:26) that indicates that the average person spends more communication time listening (54.93%) than speaking (23.19%), reading (13.27%) or writing (8.4%). Roberts (1986:115) points out that "Countless studies have verified the generalization that listening is the most frequently used communication skill...." A 1982 study (DiSalvo, Dunning & Homan:23) which summarized forty-five studies of communication needs in a large variety of organizations concluded that listening is one of the seven most important skills for an individual planning to pursue a business or organizational career. The importance of listening in a variety of contexts has been established.

Listening is a complex process in which most individuals achieve no more than twenty-five percent efficiency (Steil, Barker, & Watson, 1983) and yet it is a "vital component of nearly all human interaction" (Thomlison, 1986x:4). Many studies have demonstrated that listening can be improved through instruction and yet few colleges and universities offer courses in listening (Kilpatrick, 1986:6). Forty-seven out of fifty schools, responding to Cureton's (1982) survey of Texas universities, colleges, and junior colleges, indicated that they were not currently offering a course in listening, although thirty-seven indicated that it was a component of a course offered at their institution. Cureton points out that "as the importance of listening

has increased in the development of contemporary communication theory, listening instruction has not increased . . . still perceived as a process requiring no training" (p. 3). Both educators and business practitioners express concern about the problems created by deficient communication skills in high school and college graduates, according to Watson & Smeltzer (1984:82).

Evergreen Valley College was not offering focused instruction in listening skills outside of its communication studies courses. The large class sizes of the communication studies discipline and the course content and student performances required to meet transferability requirements precluded the allowing of adequate class time to fully teach listening skills. It was with this awareness that Evangela Vanacore, Provost of Roble Cluster, requested that a listening laboratory be developed and offered to all Evergreen Valley College students through the Learning Center Instructional Lab. Additionally, it was suggested that the lab could provide a method of increasing weekly student contact hours for the communication studies discipline potentially reducing large class sizes.

Statement of Purpose

The purpose of this study was to use learning principles from cognitive theory to design a listening laboratory for Evergreen Valley College (EVC). The Director of the Learning Center Instructional Lab at EVC was interviewed to determine the procedure for establishing the listening laboratory for credit. The former director of the Cabrillo College Listening Lab, Aptos, California, the current instructor of the listening workshops at

Cabrillo College, and the instructor of the listening course at West Valley College in Saratoga, California, were interviewed to determine: structure and content of the lab/workshop/course; its relationship to the campus Learning Centers; academic and economic benefits for the discipline from offering listening instruction; and, the difficulties faculty experience in their particular approach to teaching listening. The literature was reviewed to identify similar projects at other institutions.

The listening lab for EVC was then designed incorporating information from the interviews and literature review that were consistent with cognitive theory. Additionally, the lab format was designed to be consistent with EVC curriculum procedures. It included the development of a philosophical statement, goals, specific course objectives, and course content.

As a result of the design of this lab, the institution was assisted in expanding individualized instruction and in providing a lab in listening for students based on sound learning theory principles and curriculum design. This practicum was appropriate for the Learning Theory and Applications seminar as cognitive learning theory principles were used to shape its design.

BACKGROUND AND SIGNIFICANCE

Evergreen Valley College was established in 1975. It is located in a semi-agricultural area within a densely populated community college district in the eastern foothills of San Jose, California. It serves a multi-ethnic student population whose mean age is 28. Day enrollment accounts

for 61-64% of the total student population and evening enrollment for 36-39% (Reichelderfer & Kangas:1986). Fall, 1987, enrollment (Brown, 10/30/87) is 7,736 students (Day, 4,644; Evening, 3,092). EVC was the second college formed in the San Jose/Evergreen Community College District and has in common with the other California community colleges the multiple missions of preparing students for transfer to four year institutions and providing remedial, vocational, and recreational programs. The college is authorized by the Board of Governors of the California Community Colleges to grant the Associate of Arts or the Associate of Science degree to students who complete all requirements for graduation. A Certificate of Achievement is granted for designated occupational programs.

Regardless of the degree or certificate objective, improved listening skills is an important outcome for each student's college studies. The following review of the literature, including an ERIC search, identifies the value of cognitive learning principles, important listening concepts, and the appropriate use of both of these in structuring a listening lab to insure this outcome.

Review of Literature

Cognitive Learning Principles

Foster (1986:2) claims that "the single greatest development in educational psychology in the past decade has been the growing impact of models and research in cognitive psychology." The cognitive position assumes and addresses the importance of internal, mentalistic processes (Fernald & Fernald, 1985:66). It understands learning to be central and requires acquisition of cognitive structures and insight into problem-solving

(Hilgard & Bower, 1975:24-27). Cognitivists see the internal process of motivation with its emphasis on meaningfulness in learning and retention as critical to the learning process (Hilgard & Bower, 1975:206).

Other important cognitive learning principles include Ausubel's (1977:153) notion that the most relevant and proximate subsumers need to be part of the cognitive structure so that they can serve as anchoring foci to facilitate retention of new material. Offering a framework, thereby integrating information, anchors it and enables greater retention. James (1977:116) agrees that when we comprehend information as part of a connected system, the number of things we can retain is very large and becomes meaningful "when we conceive the whole which they form." Additionally, learner's individual cognitive styles affect their learning. According to Witkin *et al* (1977:15), attention must be paid to *how* students "perceive, think, solve problems, learn, relate to others, etc.," This requires the instructor both to help students identify their own particular 'how' (cognitive style) and to vary and enrich individual styles of instruction.

The cognitive learning principles assume, then, that learning: consists of internal mentalistic process; is central; requires acquisition of cognitive structures and insight into problem-solving; is dependent on motivation; is facilitated by the presence of subsumers within the cognitive structure which serve as anchors for new information; is enhanced when wholes are perceived; and, is affected by the use of appropriate instructional styles for students' individual cognitive styles.

Hilgard & Bower (1975:608) summarize the implications of cognitive learning theory for structuring learning. They are that: a learning problem should be so structured and presented that the essential features

are open to the inspection of the learner; the direction from simple to complex is simplified wholes to more complex wholes; learning must be more than rote or learning by formula, it must be with understanding; cognitive feedback is necessary to confirm correct knowledge and correct faulty learning; goal setting by the learner provides motivation; divergent thinking which creates new solutions or novel products must be encouraged and supported along with convergent thinking which leads to logically correct answers.

Foster (1986:237) has imposed the work of the cognitive psychologists on traditional learning principles. The description of learning that emerges from this is that "teachers and learners are active, intentional originators of learning processes, and outcomes." If learning is, as Langley and Simon (1981:367) suggest, "any process that modifies a system so as to improve, more or less irreversibly, its subsequent performance of the same task or of tasks drawn from the same population," the cognitive principles are appropriate principles to guide improved performance in the area of listening.

Listening

Hirsch (1979:17) indicates that the major theoretical perspectives that have developed to explain the listening process are "perceptual selectivity, cognition, right- vs. left-sidedness, and auditory acoustic space." Wolff (1981) defines listening as "a unitary-receptive process of communication involving hearing, selecting, assimilating, organizing, retaining, and covertly responding to aural stimuli." There is not, however, an accepted, unified definition of listening at the present time, according to

Wolvin & Coakley (1985:47). Wolvin & Coakley reviewed 17 definitions of listening offered from 1925-1981 and concluded not dissimilarly from Wolff that "listening is the process of receiving, attending to, and assigning meaning to aural stimuli" (p. 77). Floyd (1985:9) concurs that "listening is a process that includes hearing, attending to, understanding, evaluating, and responding to spoken messages."

Others, such as Goss (1982:3), define listening from an information processing perspective. He states that it is "the process of taking what you hear and organizing it into verbal units to which you can apply meaning." He offers a model of listening based on three assumptions: 1) listening is a multistage process; 2) listening is distinctively different from reading; 3) listening has active and not-so-active aspects. The model, (see Appendix A), describes Goss' theorizing that listening consists of auditory perception (signal processing) and message comprehension (literal processing and reflective processing). Literal processing is understanding the message and reflective processing is evaluating it. While the model is linear, Goss emphasizes that listening is "primarily a problem-solving task" (p. 7).

Beatty & Payne (1984) studied the extent to which immediate recall of fairly difficult material is a function of the receiver's level of cognitive complexity. They found that the results of their two studies indicate that "successively higher levels of complexity are associated with greater comprehension" which they felt "lends support to an information processing conceptualization of listening" (p. 89). Floyd (1985:14) believes that Goss' model accounts for "each part of the listening process--Attending, Understanding, Evaluating, and Responding."

There is general agreement in the literature that there is more than one type of listening. Hirsch (1979:33) believes that there are seven types of listening: appreciative, argumentative, conversational, courteous, defensive, implicative, and, nondirective. Hunt & Cusella (1983:399) studied listening and found that listening skills were perceived to fall into four categories: empathy, receiving skills, instructions and criticism, and giving feedback.

Stewart (1983:379) addresses the importance of empathic listening. Arnett & Nakagawa (1983:368) as well note that new attention is being given to empathic listening with the advent of interest in interpersonal communication theory. They also point out that comprehensive listening (listening for understanding) and critical listening (listening to persuasive messages) have received the most theoretical/research attention. Thomlison (1984:2) contrasts empathic listening (active listening) with comprehensive listening. He indicates that empathic/active listening

involves not only the ability to hear what is said, understand meaning and recall facts, but also includes listening beyond the words to the affective or feeling component of the proffered message to gain an empathic understanding of our communication partner. Empathy involves both the cognitive and affective abilities of the listener.

Wolvin & Coakley (1985) identify empathic listening as one type of therapeutic listening. They consider listening to have five purposes: discriminative, comprehensive, therapeutic, critical, and appreciative.

While there is variation in the categories, there is general agreement that the purposes for listening differ from context to context, so that one does not just listen in the sense of hearing, but must learn skills appropriate to the situation to be effective in this aspect of communication.

Just as the skills needed for listening situations vary, so do opinions about the desired outcomes of listening instruction. Wolvin & Coakley (1979:14) suggest that effective listeners:

understand what is currently known about the listening process; recognize the importance of listening; are personally motivated to become better listeners; are purposeful listeners who utilize skills relevant to each purpose; are active, involved listeners; have positive attitudes toward listening; concentrate their attention on the speaker; provide a supportive climate; have emotional control; and send appropriate feedback.

McKibben(1982:28) suggests that the behaviors of the good listener will include developing positive attitudes toward the listening situation, lecture or speech and speaker, preparing to listen, and developing appropriate behaviors during listening. Bowman (1987:588) believe that there is an eight-step process that should be used in formal situations and that they will enable one to handle any listening situation. They are: prepare, pay attention, summarize what you are hearing, anticipate forthcoming remarks, listen between the lines, ask questions, take notes, and evaluate.

Coakley (1985, Appendix:5) devised goals for the state of Maryland's listening curriculum. She stated that for effective communication students should be able to: 1) understand and use the stages of the listening process; 2) listen for a variety of purposes; 3) develop a positive attitude toward listening. See Appendix B for a listing of the subgoals.

Kilpatrick (1985:3) suggests appropriate listening course objectives for community college students. For the functional listening unit of the course they should: learn to listen for the main idea, identify supporting points, summarize accurately, avoid distractions, listen actively, analyze group discussions and identify situations with more than one main

idea. For the unit on awareness of auditory disabilities, students should: become acquainted with the basic concept of auditory disabilities and functional awareness of disabilities in self and others. For development of interpersonal listening skills, students should: identify and practice interpersonal listening techniques such as identifying the speaker's message, responding to speaker's messages and identifying speaker's underlying message.

Watson & Smeltzer (1984:85) studied business students' and business practitioners' perceptions of listening barriers to determine how listening training should be designed. Based on their study they recommend that "instructors should consider the needs of different subject populations as well as different listening situations when designing listening courses or modules." They concluded that it is important for students to be oriented to the work environment and trained to be made aware of the listening barriers specific to various work environments so that they can be responsive to the demands in a variety of listening situations.

Hunt & Cusella (1983:399) found that the 106 *Fortune 500* training directors who responded to their survey advocated emphasizing "active" listening skills rather than deliberative or informational listening skills. Cancelliere (1983:43) believes that there are important outcomes of effective listening which affect productivity in organizations.

They are:

1. Sales people listening more carefully to customers and prospects.
2. Customer service representatives listening to customer complaints and problems.

3. Managers and supervisors listening to subordinate problems, suggestions, and solutions.
4. Groups listening for mutual understanding in order to coordinate their efforts.
5. Employees feeling they have value as individuals because they have listeners.
6. Listening to suggestions of all those involved in both producing and receiving goods and/or services in order to improve the quality.
7. Expanding the capacity of all persons in the organization to understand, assist, and work more effectively with others.
8. Improving the employment selection process and reducing costly turnovers through more careful listening.

The work of Watson & Smeltzer (1984), Hunt & Cusella (1983), and Cancelliere (1983) suggests objectives for instructing business students.

Measurement of listening effectiveness has proven to be difficult. According to Roberts (1986:115), "While no one listening test has been universally accepted as a standard in the field, the Watson-Barker Listening Test (Watson & Barker, 1984) appears to be one of the most widely used." Roberts tested the validity of the Watson-Barker Listening Test and concluded that his study provided evidence for its validity claims. Watson & Barker (1985) report Applegate & Campbell's (1985) correlational analysis of overall and sub-test scores of the Watson-Barker and Kentucky Comprehensive Listening tests that suggested that the Watson-Barker Listening Test is a broader measuring instrument.

Bostrom (1983:9) indicates that any comprehensive view of listening must include the five factors of short-term listening, short-term with rehearsal, interpretive listening, lecture listening, and selective

listening. The Kentucky Comprehensive Listening Test does measure these five factors. Bostrom (1983:15) claims that the test has "acceptable reliability and is a valid measure of the acquisition of information." He indicates that it is important to consider individual scores in order to evaluate the individual's profile rather than the total score. Both of these instruments can be self-administered with assistance available, if needed.

PROCEDURES

1. The Director of the Learning Center Instructional Lab at Evergreen Valley College, Lois Lund, was interviewed to determine the procedure for establishing a listening laboratory for credit.

2. Cabrillo College in Aptos, California discontinued its listening laboratory Spring semester, 1987, and replaced it with a one unit required listening workshop. Dan Rothwell of the Cabrillo College speech faculty was interviewed to determine the rationale for discontinuing the lab after thirteen years. He was also asked a set of questions to determine the structure, content, relationship to the Learning Center, academic and economic benefits for the discipline, and difficulties with the workshop. The interview questions are listed in Appendix C. Additionally, Kay MacDougall, creator of the Cabrillo Listening Lab who is on leave this year, was interviewed and asked the same questions about the former lab.

Gary Miller, speech instructor at West Valley College, Saratoga, California, was interviewed with the same set of questions and also asked why he had decided to teach a three unit listening course in lieu of the

lab or the one unit course that had been previously taught at West Valley College.

3. The listening lab for Evergreen Valley College was designed using cognitive learning principles to shape its structure and choice of content. The information obtained from the four interviews was used in the design of the lab when it was consistent with cognitive learning principles.

4. A hand search and an ERIC search were used to review the literature in order to identify similar projects at other institutions. The literature review, videotapes, films, and listening textbooks were reviewed to assist in determining the lab philosophy, goals, objectives, and course content. Dimensions that were consistent with cognitive theory were incorporated into the design of the listening lab.

5. The EVC curriculum procedures format was used for the reporting of the lab design. They include:

- a. A philosophical statement containing the rationale of the lab illustrating its relationship to cognitive learning theory.
- b. A statement of goals to be achieved by the student in upon completion of the course.
- c. Listing of specific course objectives.
- d. Listing of course content selected through the review of the literature and interviews with speech instructors.

Limitations

The design of this lab was limited by failure to find a similar offering in other institutions so that observations were not possible. Cabrillo

College recently discontinued its lab and West Valley College had decided to offer a three unit course rather than a lab. The lab format with individualized instruction is in limited use in educational institutions although there are programmed learning courses available.

Assumptions

It was assumed that cognitive learning principles were the soundest theoretical system to use for improving listening skills in an individualized laboratory situation.

It was assumed that students can be motivated to assume responsibility for their own listening improvement through the lab instruction process by incorporating student goal setting.

It was assumed that listening skills can be improved by increasing students' awareness of the listening process and through practice.

It was assumed that continual interaction with an instructor is not necessary for listening improvement to occur. It was assumed that assistance from lab personnel with intermittent contact with the listening lab instructor would suffice to maintain interest and provide enough assistance for improvement to occur.

RESULTS

The interview with Lois Lund, Supervisor of the EVC Learning Center Instructional Lab (9/16/87) provided procedural information for establishing the listening skills lab. The lab course does not have to go

through the college curriculum committee, but can be instructor designed and implemented by staff personnel who are supervised by certificated instructors. The lab is a transferable elective to both the University of California system and the California State University system.

The Learning Center offers some financial support for course development for written materials and video and audio tapes. Individual folders are provided for students and office space is provided for the instructor of record so that progress can be monitored. The lab may be designed in one-half unit to three unit modules.

Dan Rothwell, chairperson of the speech department at Cabrillo College, Aptos, California, was interviewed (10/7/87) to determine why the listening lab at the college which had functioned for thirteen years had been discontinued and replaced with a one unit class. He indicated that, in his opinion, "there were not enough controls over attendance, participation, and learning. The logistics were insurmountable without teaching assistants and provided a hit/miss approach." Gary Miller, speech instructor at West Valley College in Saratoga, California, interviewed 10/18/87, indicated that he had chosen to offer a three unit course rather than the lab as he felt that "an in-depth treatment of listening was needed and that this could not be given with either a regular speech course or in a one unit lab." Kay MacDougall, Cabrillo College speech instructor who created and supervised the listening lab for Cabrillo for thirteen years was asked (11/1/87) what she felt were the advantages of the lab format. She replied that it had provided a method of giving students credit for viewing videotapes from speech classes and it provided a vehicle for direct listening instruction. Additionally, the Watson-Barker listening test administered as pre and post tests indicated

significant improvement in students' listening skills, there was a high completion rate, and it contributed greatly to the weekly student contact hours for the discipline.

All three instructors were interviewed regarding the theoretical perspective used in the design of the course/workshop/lab, the structure, content, relationship to the Learning Center, academic and economic benefits for the discipline, and difficulties encountered in teaching the format chosen. Their responses are presented in Appendix D.

Both Rothwell and Miller have chosen to use Wolvin & Coakley's (1985) categories of discriminative, comprehensive, critical, appreciative, and critical listening. MacDougall's lab used the categories of listening for enjoyment, understanding, and evaluation. Rothwell's course centered on student listening skills, Miller's on general listening skills applicable to a variety of situations, and MacDougall's on general listening skills with an emphasis on the interpersonal with application to college, personal life and business.

These instructors used different theoretical perspectives in structuring their courses. Rothwell indicated that he felt that listening in the student context can be improved through focusing on comprehension, retention, and evaluation. Miller said that he designed his course using a long-term building block approach. He felt that a semester long course was needed for students to be able to improve their listening. Additionally, he said that he feels labs can be worthwhile if supplementary teaching is used. MacDougall stated that she used an eclectic theoretical perspective incorporating the cognitive and the humanistic learning theories and capitalizing on trends in communication research. Intended outcomes for

her lab were that students would feel better about their communication and would become more sensitive to nuances.

All three instructors emphasized that they felt faculty-student interaction was important for listening improvement to occur and had structured this into their courses so that the workshop/course/lab were taught in a style that allowed for this. Miller and MacDougall used pre-tests and post-tests to measure student achievement. Both administered the Watson-Barker Listening Test, Form A, for the pre-test and Form B for the post-test. Additionally, Miller uses the Kentucky Comprehensive Listening Test and the Goyer organizational test for measuring note-taking skills. Rothwell does not use pre- and post-tests, but gives achievement tests over some of the sub-areas. Rothwell and Miller had students write evaluations of their courses and MacDougall relied on oral feedback.

The listening workshop at Cabrillo and the listening course at West Valley College generate weekly student contact hours (WSCH) consistent with other speech courses offered at the colleges. The former Cabrillo College listening lab generated "incredible WSCH for the discipline, sometimes as much as 600 WSCH a semester," according to MacDougall.

The interview information and the literature review were used to create the listening lab's philosophy, goals, objectives, and course content.

The course philosophy is guided by cognitive learning principles. It is:

This lab in listening skills will endeavor to educate students in a manner that will motivate them to develop their internal, mentalistic processes so that their listening skills can be significantly improved. Relevant and proximate subsumers will be chosen to assist in the acquisition of cognitive structures that will improve listening skills to strengthen problem-solving behavior. The lab will endeavor to

respond to individual cognitive learning styles through offering a variety of instructional methods.

The goals for the course are heavily drawn from the work of Coakley (1985) and include general, accepted understandings about listening instruction from throughout the literature. They are that:

1. The student should be able to understand and use the process of listening.
2. The student should be able to listen for a variety of purposes with understanding of the types of listening.
3. The student should be able to understand the varying role of the listener in various communication contexts: interpersonal, small group, public speaking, lecture, and business.
4. The student should be able to understand the sources of barriers to effective listening.
5. The student should develop a positive attitude toward listening.

The specific course objectives are drawn from the work of Wolvin and Coakley (1979), Coakley (1985), and the course outline of Gary Miller of West Valley College (1987). In addition to stating the educational objectives that students should achieve, they imply the outcomes that should occur from studying listening. The criterion that was used for choosing the objectives was that they should reflect the consensus of the discussion in the literature of appropriate objectives for listening instruction. They are listed in Appendix E.

The design of the Listening Skills Lab used the cognitive learning theory philosophical base to achieve the lab's goals and objectives. Potential content, including videotapes, audio tapes, films, written exercises,

evaluation forms, textbooks, and readings, were evaluated, selected, and written based on their consistency with cognitive learning theory and the research reported in the listening literature.

The three films/videotapes and the text chosen for the course were selected because they were judged to motivate students, to use relevant and proximate subsumers that would serve as anchoring foci, to assist in the acquisition of cognitive structures providing insight into problem-solving, and to address internal mentalistic processes. The assignments were chosen to achieve these goals, also, and were varied in instructional style to address a variety of student learning styles. The video and audiotapes used for evaluative purposes were chosen for their variety and appeal. The requirement of listening to communication tapes was used to deepen students' understanding of the process of communication.

The Watson-Barker Listening Test was chosen as the pre- (Form A) and post-test (Form B). This test was reported by Miller at West Valley College and MacDougall at Cabrillo College to be appropriate for community college students and to provide a valid and reliable measurement of listening skills as was confirmed by the literature review.

Students' self-evaluation of their listening skills was integrated into the course to involve them in their own assessment process and to assist them with setting their personal goals for the course. They are asked to assess their goals mid-way through the course and to revise them, if necessary. At the conclusion of the course, students are asked to evaluate their achievements and to set new goals for continued listening skills development.

The assignments section of the course outline is presented in Appendix F. This design reflects the intent to be consistent with the philosophy of the course. The assignments were selected to achieve the goals and objectives set for the course. See Appendix G for the course introduction and evaluation forms.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

Discussion

This study resulted in the design of a listening laboratory based on cognitive learning theory principles for Evergreen Valley College. It was designed to conform to the individualized instruction laboratory procedures used at EVC. Listening instructors at community colleges proximal to EVC offered expert opinion about appropriate objectives, content, and activities that facilitate listening skill development. The listening literature suggested that there are currently various perspectives on what listening is and how it can be improved. The strengths of these perspectives were integrated and incorporated into the course design.

The implications of cognitive learning theory for structuring learning as summarized by Hilgard & Bower (1975:608) were carefully adhered to in order to produce an optimal design. This resulted in a series of assignments that utilize the implications. The learning problems were structured and presented so that the learner could know their essential features. The assignments move from simplified wholes to more complex wholes and emphasize understanding. The lab will be implemented in Spring semester, 1988, by assistants and an instructor who will give

cognitive feedback to confirm correct knowledge and correct faulty learning. The learner sets goals at the beginning of the course, evaluates his/her achievement and revises them mid-way in the course to maintain motivation. The assignments are structured to encourage both divergent and convergent thinking and actively involve the student in her/his own learning.

The listening perspectives identified in the literature review were integrated to provide focused, in-depth listening learning. Goss' (1982:3) theorizing that listening consists of auditory perception and message comprehension, that is, understanding the message and evaluating it, is emphasized throughout the assignments. Each assignment requires judgment, thereby, utilizing listening as a problem-solving task. The feedback assignment adds the "responding to spoken messages" aspect that Floyd (1985:9) emphasizes.

Attention in the course is given to both empathic listening (active listening) and comprehensive listening (listening for understanding). The course is structured to teach these distinctions as well as the distinctions among listening for understanding, critical listening, and listening for enjoyment. Emphasis is placed on using the appropriate listening style within the constraints of each listening situation. Students are made aware that listening needs are different in interpersonal situations and in lecture situations. The course content allows for application to be made to the business environment particularly through the films chosen for use.

The films (on videotape) chosen for the course provide an organizing framework for the teaching of listening. The video dimension surpasses the simple offering of audiotapes for acquiring listening skills. "Listening Skills: The Art of Active Listening, Volumes 1-3" orients students

to the importance of listening. It defines listening, describes the sources of ineffective listening and its costs, emphasizes the importance of adjusting listening methods to the situation, and contrasts effective and ineffective listening. Part 2 presents barriers to listening and offers habits and techniques that can be learned to overcome them. Part 3 discusses how to listen in group discussion, how to listen for information, and how to listen with a critical ear. Additionally, it presents the advantages and disadvantages of notetaking.

The film, "Listening Dynamics: A Proven Approach - Volumes 1 & 2," teaches the skills of focusing, questioning, and paraphrasing, and the importance of reducing defensiveness for active, effective listening. The second volume presents three natural conversations and introduces the skills for analyzing the effectiveness of the listening styles used in them.

The third film, "The Power of Listening," emphasizes the general inability to listen well in the United States and teaches that listening can be as powerful as speaking in our culture. It teaches how to set aside personal competitive needs and how to pay attention to the emotional state and objective message of the speaker. The benefits of careful listening in the organization are also emphasized.

These films teach the basic skills necessary for effective listening in a variety of situations. The analysis of video/audio tape assignments provide the opportunity to apply these skills. Additionally, the assignment of analyzing tapes with communication content deepens the students' understanding of human communication.

Evaluation of the course, the lab assistants, and the instructor will provide summative evaluation of the course. The concluding section of the

lab also requires students to evaluate their own progress and to set goals for their continued listening development.

Implications for Evergreen Valley College

Through the development of this lab, Evergreen Valley College was assisted in its efforts to provide listening skills education in an individualized instruction format. This course makes focused listening training available to all students providing a critical outcome for students' college studies. Through the independent nature of the course, students' can become more responsible learners by applying these techniques to other learning situations.

Communication studies instructors will have less pressure to include complete listening training in their courses as a result of the availability of this lab and the lab will reinforce the listening instruction that is offered in classes. As additional WSCH is generated for the discipline, the possibility of the reduction of communication studies class sizes is supported which could result in more effective instruction for communication studies students.

Recommendations

Based on the results of this study, it is recommended that:

1. Careful attention be given to student's oral and written feedback about the lab's effectiveness in assisting them to improve their listening skills. This information should be used to revise and strengthen the lab.

2. Additional individualized modules be developed to support further listening skills development. Modules focusing on listening for specific majors such as listening in the organizational environment for business students and therapeutic listening for nursing students would be useful. Modules focusing more intensively on types of listening (comprehensive listening, empathic listening or critical listening) for general application would also meet student needs.

3. A three unit elective course in listening be developed for students who wish intensive study in the area of listening in a traditional format.

4. All students receiving the Associate degree granted by the college be required to demonstrate listening competency as part of their communication competency.

5. Research be conducted to determine the comparative effectiveness of the three modes of listening instruction reviewed in this paper: the one-unit workshop, the three unit listening class, and the one unit lab. Using a common listening measure such as the WATSON-BARKER Listening Test or the Kentucky Comprehensive Listening Test, the results of each method could be compared.

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APPENDIXES

APPENDIX A
GOSS MODEL OF LISTENING

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LISTENING*

Auditory Perception		Comprehension	
SP		LP	RP
Signal Processing		Literal Processing	Reflective Processing
segments structures		meaning simple implications	critical analysis appreciation

(phonetic--syntactic--semantic)----->

Doesn't vary
with intelligence

Does vary
with intelligence

GOSS MODEL OF LISTENING

*Goss, Blaine. "Listening to Language: An Information Processesing Perspective. Paper presented at the Annual Meeting of the Southern Speech Communiacion Association, Hot Springs, Arkansas, April 6-9, 1982.

APPENDIX B
MARYLAND'S LISTENING CURRICULUM FRAMEWORK

MARYLAND'S LISTENING CURRICULUM FRAMEWORK*

LISTENING IS A PROCESS OF RECEIVING, FOCUSING ON, ASSIGNING MEANING TO, AND REMEMBERING AURAL AND ACCOMPANYING VISUAL MESSAGES. EFFECTIVE LISTENING REQUIRES THE DEVELOPMENT OF APPROPRIATE KNOWLEDGE, ATTITUDES, AND BEHAVIORS FOR A VARIETY OF PURPOSES AND SITUATIONS--LISTENING TO ONESELF, TO AN INDIVIDUAL IN A CONVERSATION OR A GROUP DISCUSSION, TO A PUBLIC SPEAKER, OR TO A SPEAKER IN THE MASS MEDIA.

To communicate effectively, students should be able to:

GOAL 1: Understand and use the stages of the listening process.

SUBGOALS:

1. Determine purposes for specific listening situations.
2. Receive and discriminate among aural and accompanying visual messages.
3. Focus on the listening task.
4. Assign meaning to the message received.
5. Use self-monitoring techniques to assess listening effectiveness.

GOAL 2: Listen for a variety of purposes.

SUBGOALS:

1. Listen to comprehend the content of messages and intent of speakers.
2. Listen empathetically to help speakers clarify their thoughts and feelings.
3. Listen critically to evaluate the validity of a message and the credibility of the sender.
4. Listen for recreation and for aesthetic pleasure.

GOAL 3: Develop a positive attitude toward listening.

SUBGOALS:

1. Develop a willingness to listen actively, openly, and responsibly.
2. Develop a curiosity about and interest in listening to a variety of topics and people.
3. Value the significant role of listening in human experiences.

*Coakley, Carolyn Gwynn. "Listening Competencies at the Secondary/Post-Secondary Level." Paper presented at the Annual Meeting of the Speech Communication Association, Denver, Colorado, Nov. 7-10, 1985.

APPENDIX C
INTERVIEW QUESTIONS

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INTERVIEW QUESTIONS

1. What provided the impetus for the creation of your lab?
2. What was the theoretical perspective used in the design of the lab?
3. How long has it been in operation?
4. How is the lab structured?
 - a. Does it function within another structure? LRC?
Division?
Independent?
 - b. What is its format? Videotapes?
Audiotapes?
Lectures?
Written assignments?
Combination of these?
Other?
 - c. Is it offered for credit/non-credit? Graded?
 - d. Is the credit transferable?
 - e. What are the number of units that can be earned?
 - f. What are the number of hours required?
5. What is the lab content?
 - a. Subject matter focus? Remedial?
Interpersonal?
Business?
Rhetorical?
Combination?
Other?
 - b. How was it chosen?

6. How is success measured? Pre/post tests?
Other?
7. How is the lab evaluated by students?
8. How is discipline WSCH affected by the lab?

APPENDIX D
SPEECH INSTRUCTORS' RESPONSES TO
INTERVIEW QUESTIONS

SPEECH INSTRUCTORS' RESPONSES TO INTERVIEW QUESTIONS*

1. What was the theoretical perspective used in the design of the workshop/course/lab?

Rothwell: Listening in the student context can be improved through focus on comprehension, retention, and evaluation.

Miller: A long-term, building block approach, semester long was needed for students to learn how to improve their listening. While a lab is worthwhile, without supplementary teaching, it is not that useful.

MacDougall: Eclectic: cognitive/humanistic. Wanted student to feel better about their communication. Wanted them to become more sensitive to nuances. Capitalized on trends in communication research.

2. How long has it been in operation?

Rothwell: Spring semester, 1987.

Miller: Spring semester, 1987.

MacDougall: 13 years, now discontinued.

3. How is the workshop/course/lab structured?

Rothwell: Around lecture, then experiencing the various types of listening, then evaluation. The focus is on the 5 types of listening: discriminative, comprehensive, critical, appreciative, empathic. A one unit course offered through the speech discipline. Lectures and audiotapes. Standardized tests are not used. Instructor written tests are used for each sub area of listening, but not pre/post tests. Credit. Graded. Contract. Not transferable. One unit. 16 hours required.

Miller: The course is taught as an elective within the West Valley communication studies department. Format uses video/audio tapes, lectures, written assignments. All activities require active participation on the part of each student. Course is transferable as an elective. 3 units. Regular semester hours/attendance.

MacDougall: The former lab functions as an arm of the speech department, but was housed in the Individualized Learning Center. One unit of credit was given for sixteen hours of listening to tapes for enjoyment, understanding, and evaluation (4 each). A lecture component was required for the lab that included exercises and discussion which provided critical interaction. Independent study approach using video, audio, lecture-discussion, evaluation forms. Additional units could be earned beyond the first unit by doing programmed learning courses. The lab units were only transferable to the California State University system.

4. What is the workshop/course/lab content?

Rothwell: The subject matter focus is on improving classroom listening. Much attention is given to not overlapping other courses. The content is chosen arbitrarily by the instructors who teach it (one full-time, two part-time, and, one teaching assistant).

Activities include: analysis of US/USSR women dialogue on Donahue show; **discriminative listening:** use tape w/one word-"cogitate"; **subliminal persuasion:** Canadian experiment w/record using back masking (play twice--second time when directed to hear backmasking can hear it; two section presentation on **note taking**--written exercise used, then tape (Bostain, linguist who discusses prescriptive/descriptive grammar, 25 min.; **memory**, short-term and long-term (exer.: 2 rows of 5 facing each other-1 row senders--tell r's to get essence in 2 min., go thru 5 (5 subj areas/5 comm.)--short-term memory--long-term: (1) use visualization (2) pattern ideas on org. do 2 weeks later; attention span, 5-6 demos on memory; penny exers, draw a penny, choose correct one in drawing; perceptual sets; at beginning of course, do listener appreciation day.

Miller: 5 units + introduction

- I. 4-5 weeks: comprehensive listening pre-tests; focus on note-taking; outlining skills; Ericson's personality profile (new)
- II. 1 week: discriminative listening: take hearing test; age; rock music
- III. 2 1/2 weeks: therapeutic listening (overwhelming!)
- IV. critical listening: debates
advertising
Agronsky & Co.
- V. appreciative listening:
Students bring in favorite music; poetry reading/sounds;
live theater/comedy clubs/; radio/tv--reasons for use:
anxiety/tension reduction
 - a. General listening skills applicable to a variety of situations.
 - b. Felt a need for "general" listening skills--these could then be made applicable to most listening situations.

MacDougall: General listening skills with emphasis on the interpersonal.
Chosen to assist students in college in their personal lives
and in business.

6. How is success measured? Pre/post tests? Other?

Rothwell: No pre- or post-tests. Sub-tests are given over some areas.

Miller: The Kentucky Comprehensive Listening Test, WATSON-BARKER Listening Test, and the Goyer organizational test are used as pre- and post-tests. The pre-tests are the first version of the KCLT and Form A of the WATSON-BARKER, and the Goyer test. The post-tests are the second version of the Kentucky Comprehensive, Form B of the WATSON-BARKER, and the Goyer test is repeated.

There are three written exams over text content: T-F, multiple choice, and essay.

MacDougall: Success is measured by pre- and post-tests using the WATSON-BARKER Listening Test.

7. How is the lab evaluated by students?

Rothwell: Instructor written evaluation focusing on what the instructor feels he needs to know that semester.

Miller: The course is evaluated by asking students to write evaluations focusing on strengths, weaknesses, and suggestions for improving the course.

MacDougall: There was no student evaluation, but "tremendously positive feedback and a high completion rate. When the requirement was removed, there was still high participation. The participation did drop off when it was all listening without the workshops.

7. How is discipline weekly student contact hours (WSCH) affected by the workshop/course/lab?

Rothwell: It does generate WSCH. The class size is 27, but the instructor takes all s/he can get. The course is required. The rationale is that a speech course should be four units, but since it isn't, this additional course is required.

Miller: WSCH is generated just as with any other 3 unit speech course.

MacDougall: Incredible WSCH generated for the discipline. Usually, 325 students (approx.) would complete one unit/semester. One-third would complete the second unit, and 70% of the one-third would complete the second unit. Sometimes, 600 WSCH would be generated for the semester.

***Interviews:**

1. Dan Rothwell, speech department chair, Cabrillo College, Aptos, California, Oct. 7, 1987.
2. Gary Miller, speech instructor, West Valley College, Saratoga, California, Oct. 13, 1987.
3. Kay MacDougall, speech instructor on leave, Cabrillo College, Aptos, California, Nov. 1, 1987.

APPENDIX E

LISTENING SKILLS LAB COURSE OBJECTIVES

EVC'S LISTENING LAB OBJECTIVES

- 1. The student will fully analyze her/his listening abilities and disabilities.***
- 2. The student will develop the ability to set goals and improve skills in different listening situations.**
- 3. The student will develop the ability to habitually assume a listening attitude.**
- 4. The student will develop the ability to stop what s/he is doing and give full attention to others when they are speaking.**
- 5. The student will develop the ability to keep an open mind even though s/he dislikes the speaker or disagrees with her/his philosophy or position.**
- 6. The student will develop the responsibility of providing appropriate feedback to the speaker, so that s/he will know if and how the message is being received.**
- 7. The student will develop the ability to listen to a speaker in spite of a poor delivery.**
- 8. The student will develop the ability to make inferences and draw conclusions.**
- 9. The student will understand the centrality of listening in the oral communication process.****
- 10. The student will develop a willingness to listen actively, openly, and responsibly.**
- 11. The student will develop the ability to listen empathetically to help speakers clarify their thoughts and feelings.**
- 12. The student will learn to acquire listening skills that will deepen awareness and aesthetic pleasure in listening for recreation.**

13. The student will value the significant role of listening in human experiences.
14. The student will be able to understand and identify the barriers to effective listening.***
15. The student will recognize the differences between hearing and listening.

*Objectives 1-8 are drawn from:

Wolvin, Andrew D., and Carolyn Gwynn Coakley. Listening Instruction.
ERIC and Speech Communication Association: Urbana, Ill, and
Falls Church, VA., 1979, pp 37-38.

**Objectives 9-13 are drawn from:

Coakley, Carolyn Gwynn. "Listening Competencies at the Secondary/
Post-Secondary Level." Paper presented at the Annual Meeting
of the Speech Communication Association, Denver, Colorado,
Nov. 7-10, 1985, Appendix, p. 5.

***Objectives 14-15 are drawn from:

Miller, Gary L. Speech 17: Effective Listening Syllabus, Part 1, Fall
semester, 1987, p. 1.

APPENDIX F
LISTENING LAB INTRODUCTION AND
ASSIGNMENT SHEETS

LISTENING SKILLS LAB 94

INTRODUCTION

Welcome to this lab that has been designed to help you develop your listening skills. As you progress through this course, you will find a variety of learning experiences that will help you become a better listener. You will learn skills that will be useful in your college classes. You will learn how to listen so that you can acquire more information, do better notetaking, and give better feedback. These skills will also improve your communication in your personal life and have a positive effect on your work behavior.

The course has been structured so that you can do the assignments on your own time schedule. While, the course has been designed for individualized learning, there is assistance available for you. The assistants in the lab are here to help you during lab hours. Additionally, the course instructor, Tanya Johnson, will be in the lab on Tuesdays from 11:30-12:00, Wednesdays, 2:00-2:30, and Fridays, 12:00-12:30. You are also welcome to seek assistance in her office, Cedro 217, on Mondays, 11:30-12:30, Wednesdays 11:30-12:30 and Fridays 11:30-12:00. Appointments can be made at other times or you may call her at the college 274-7900, x6609.

By enrolling in this course, you are indicating that you are already aware of the importance of listening for effective communication. Most of us spend about 70% of our time each day in communicating. The average person spends more communication time listening than in any of the other communication behaviors. It is currently estimated that an individual spends about 55% of her/his total communication time listening and only 23% speaking, 13% reading, and 9% writing. So, it is important for each of us to give attention to how to listen better!

Listening should be thought of as a *process* that includes **hearing, attending to, understanding, evaluating, and responding** to spoken messages. To help you improve *your* listening process, you will be asked to take a listening test that will give you information about how you listen now compared to other people. Then, you will be asked to set your own listening goals for the course.

As the course progresses, you will be viewing videotapes that will tell you about the specific skills you can acquire that will improve your listening behavior. You will practice these skills as you continue to learn more about the barriers that get in the way of effective listening. You will listen and

analyze video and audiotapes for additional practice to further develop your ability to understand, evaluate and respond to spoken messages. You will also be asked to listen to 'live' lectures and messages for further practice.

You will be asked to do some reading about listening. You may want to read more than is required and, if so, there a listening text available for you in the lab, Listening: A Practical Approach by James J. Floyd.

At the conclusion of the course, you will be asked to take another listening test to help you measure your accomplishments. Finally, you will be asked to evaluate your progress and the listening course.

As a result of this course, you will have accomplished the following:

1. You will have fully analyzed your listening abilities and disabilities.
2. You will have developed the ability to set goals and improve your skills in a variety of listening situations.
3. You will have developed the ability to habitually assume a listening attitude.
4. You will have developed the ability to stop what you are doing and be able to give full attention to others when they are speaking.
5. You will have developed the ability to keep an open mind even though you dislike the speaker or disagree with her/his philosophy or position.
6. You will have developed the responsibility of providing appropriate feedback to the speaker, so that she or he will know if and how the message is being received.
7. You will have developed the ability to listen to a speaker in spite of poor delivery.
8. You will have developed the ability to make inferences and draw conclusions.
9. You will understand that listening is central in the oral communication process.

10. You will have developed a willingness to listen actively, openly, and responsibly.
11. You will have developed the ability to listen empathetically to help speakers clarify their thoughts and feelings.
12. You will have learned to acquire listening skills that will deepen awareness and aesthetic pleasure in listening for recreation.
13. You will understand and be able to identify the barriers to effective listening.
14. You will recognize the differences between hearing and listening.
15. You will have learned to value the significant role of listening in human experiences.

LISTENING SKILLS LAB 94

One Unit

LISTENING LAB ASSIGNMENTS

Assignments	Completed
#1 Orientation: Review Folder Take Form A of WATSON-BARKER Listening Test	_____
#2 View Videotape: <u>Listening Skills: The Art of Active Listening</u> Part 1 (0-206 on the recorder counter)	_____
#3 Complete LISTENING BEHAVIOR EVALUATION FORM.	_____
#4 View Videotape: <u>Listening Skills: The Art of Active Listening</u> Part 2 (211-360)	_____
#5 Write down "Listening Techniques" discussed on the videotape (#4). Take them with you & practice.	_____
#6 Complete SELF-INVENTORY OF LISTENING HABITS Parts 1 & 2	_____
#7 Review videotape: <u>Listening Skills: The Art of</u> <u>Active Listening Part 2 (211-360)</u> View videotape: <u>Listening Skills: The Art of</u> <u>Active Listening Part 3 (364-502)</u> Read "Notetaking," p. 85-88, in textbook, <u>Listening:</u> <u>A Practical Approach.</u> (Available in lab.) Complete EFFECTS OF NOTETAKING ON LISTENING form.	_____
#8 Do EVALUATING LECTURE NOTES assignment.	_____

- #9 View videotape: Listening Dynamics: A Proven Approach - Volume 1

Complete EVALUATION FORM. _____

- #10 View videotape: Listening Dynamics: A Proven Approach - Volume 2

Complete ANALYSIS OF NATURAL CONVERSATION
EVALUATION FORM: Bruce & Mrs. Lee _____

- #11 Complete ANALYSIS OF NATURAL CONVERSATION
EVALUATION FORM: Husband & Wife _____

- #12 Complete ANALYSIS OF NATURAL CONVERSATION
EVALUATION FORM: Bonnie/Carol/Mitch _____

- #13 View a video or audio tape from Media Services
related to human communication. (See Communication
Studies Media List.)

Complete the LISTENING FOR UNDERSTANDING
CRITIQUE FORM _____

- #14 View a different video or audio tape from Media Services
related to human communication. (See Communication
Studies Media List.) _____

Complete the EVALUATIVE LISTENING CRITIQUE FORM _____

Assignments 15-18: Choose *any* four video or audio tapes
from the Media Center. Use the Listening
for Understanding Critique form to
evaluate two of them and the
Evaluative Listening Critique form
for the other two.

(If you are currently taking a communication studies class,
you may substitute two of your own tapes for two of these.
Use the form required for your class, complete it, copy it
and place it in your Listening Skills Lab folder.)

- #15 LISTENING FOR UNDERSTANDING CRITIQUE FORM _____
- #16 LISTENING FOR UNDERSTANDING CRITIQUE FORM _____
- #17 EVALUATIVE LISTENING CRITIQUE FORM _____
- #18 EVALUATIVE LISTENING CRITIQUE FORM _____
- #19 COMPLETE GOALS EVALUATION FORM _____
- #20 View videotape: Power of Listening _____
- #21 Complete POWER OF LISTENING EVALUATION FORM _____
- #22 Choose two audio or videotapes from the Media Center
or from your personal collection and listen to them for
enjoyment.
- #23 Complete LISTENING FOR ENJOYMENT EVALUATION FORM _____
- #24 Complete LISTENING FOR ENJOYMENT EVALUATION FORM _____
- #25 Read one listening article or one chapter of special
interest to you from Listening: A Practical
Approach by James J. Floyd. (Copies of the articles are
available in the lab from the lab assistant.)

COMPLETE ARTICLE ANALYSIS EVALUATION FORM. _____
- #26 Read Chapter 8, "Responding Through Feedback" in
Listening: A Practical Approach by James J. Floyd.

Do Exer. 1, page 116, and complete ANALYSIS OF
FEEDBACK FORM. _____
- #27 TAKE WATSON-BARKER LISTENING TEST, FORM B _____
- #28 COMPLETE INDIVIDUAL PROGRESS FORM _____
- #29 COMPLETE COURSE EVALUATION FORM _____

APPENDIX G
LISTENING LAB EVALUATION FORMS

LISTENING BEHAVIOR EVALUATION*

DIRECTIONS: Mark (X) under yes, no, or sometimes in response to the following questions. Write a *brief* description about yourself after your response to at least three of the questions.

	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>
1. Are you an interested listener? _____	_____	_____	_____
2. Can you overcome initial boredom? _____	_____	_____	_____
3. Will you listen to difficult subjects? _____	_____	_____	_____
4. Can you listen to views different from your own? _____	_____	_____	_____
5. Do you listen to criticism before you reply? _____	_____	_____	_____
6. Can you listen to people you dislike? _____	_____	_____	_____
7. Do you show that you are listening? _____	_____	_____	_____
8. Do you give verbal feedback to the speaker? _____	_____	_____	_____
9. Can you remember what you've heard? _____	_____	_____	_____
10. Do you pick up on nonverbal cues? _____	_____	_____	_____
11. Do you try to understand before speaking? _____	_____	_____	_____

LISTENING SKILLS LAB 94

SELF-INVENTORY OF LISTENING HABITS: Part I

The purpose of this inventory is to help you gain a better understanding of your listening habits; when you have completed it, you should be able to describe your listening habits, and you should have established a priority of listening habits to improve. This is of course a subjective inventory and not an objective test.

Directions: First, read this list and place a *check* in front of each habit that you now have, even if you use that habit only a third to a half of the time. Second, reread the habits you have checked and place *two checks* in front of those habits you think you perform almost all of the time you spend listening, perhaps 75-100% of your listening time.

1. I prepare myself for listening by focusing my thoughts on the speaker and expected topic and committing my time to listen.
2. I ask questions about what I have just heard before letting the speaker know what I heard and understood.
3. I follow the speaker by reviewing what she or he has said, concentrating on what the speaker is saying and anticipating what s/he is going to say.
4. I analyze what I am hearing and try to interpret it to get the real meaning before I let the speaker know what I heard and understood.
5. I look at the speaker's face, eyes, body posture, and movement and listen to his other voice cues.
6. I think about other topics and concerns while listening.
7. I listen for what is *not* being said as well as for what is being said.
8. I fake attention to the speaker, especially if I am busy or think I know what the speaker is going to say.
9. I show in a physical way that I am listening and try to help set the speaker at ease.

10. I listen largely for the facts and details more than I listen for ideas and reasons.
11. I know the facial, body, and vocal cues that / am using while listening.
12. I evaluate and judge the wisdom or accuracy of what I have heard before checking out my interpretation with the speaker.

SELF-INVENTORY OF LISTENING HABITS: Part II

Now that you have an inventory of your effective and ineffective listening habits, you can try to establish a priority of which habits to strengthen and which habits to stop.

1. List in order of importance what you would like to stop doing when you listen. To determine this, consider the even numbers that you have double-checked, and then, using your personal judgment of which of these ineffective habits cause you the most difficulty, arrange them into your hierarchy of what to get rid of first. If you do not have three even-numbered habits that you have checked once and, again in your personal judgment, select one or two that cause you considerable difficulty.

Listening habits I want to stop doing

- A. _____
- B. _____
- C. _____

2. Next, list in order of importance which three habits you will try to acquire or, if you have them now, which habits you will try to use more of the time. To determine these habits, consider the odd numbers you did not check, but if you checked every odd number once, consider those you checked only once. Again, use your personal judgment about which habits you would find most useful to have or strengthen.

Listening habits I want to improve

- A. _____
- B. _____
- C. _____

After you have learned more about listening habits and ways to improve your listening, you may find it useful to review your priorities and create new lists of what to stop and what to improve.

LISTENING SKILLS LAB 94

EFFECTS OF NOTE-TAKING ON LISTENING

Directions: *Review* **Listening Skills: The Art of Listening** - Part 2

***View* Listening Skills: The Art of Listening - Part 3**

Read "Notetaking," p. 85-88, in Listening: A Practical Approach.

Write responses to the following questions:

- ## 1. How can note-taking help listening?

- ## 2. How can note-taking hinder listening?

(Source: Mary Lou McKibben)

LISTENING SKILLS LAB 94

EVALUATING LECTURE NOTES

Course_____ Instructor_____ Lecture Date_____

Lecture topic:_____

Directions: Make a xerox copy of the set of lecture notes you are evaluating. Turn them in with this form when completed.

A. BEFORE the lecture, establish your purpose. Answer the following questions as a way of getting clear in your mind what kind of notes you want to take.

1. How important is the lecture information for you? (If the course is in your major field, for example, you might want to take more detailed notes.)
2. How important does the instructor think that the lecture information is? That is, how detailed will the test be on the content of the lecture?
3. Do the lectures tend to duplicate or go beyond what is covered in the textbook (s)? If the former is the case, you might be able to take less detailed notes.
4. Are you up to date with your textbook reading assignments in this course?

B. BEFORE the lecture, set goals for improving your notes. Check off each goal that you will be aiming for while taking the set of notes you are going to hand in. Later you will check off which goals you actually accomplished.

Plan to	Did it
---------	--------

In class:

- | | | |
|-----|-----|--|
| ___ | ___ | 1. I plan to use headings and subheadings in my notes. |
| ___ | ___ | 2. I plan to indent to show relative importance and relationships. |

- | | | |
|---|---|--|
| — | — | 3. I plan to begin each "new" fact or idea on a separate line. |
| — | — | 4. I plan to try to use abbreviations and eliminate unnecessary words such as "the," "is," and so forth. |
| — | — | 5. I plan to include in my notes <u>both</u> general topics <u>and</u> some specific examples, elaborations, details, etc., to help me understand and remember the general points. |
| — | — | 6. I plan to include all information written on the board or on other visuals. |
| — | — | 7. I plan to write a brief summary statement at the bottom of the day's notes before leaving class, if possible, while the ideas are still fresh in my mind. |
| — | — | 8. I plan to paraphrase the speaker's words rather than get them down verbatim or use a tape recorder or shorthand. |

Plan	Did
to	it

After Class:

- | | | |
|---|---|--|
| — | — | 1. I plan to use the lefthand margin as a recall column. I will write key words or questions here to use when I recite my notes. |
| — | — | 2. I plan to write self-study questions on the material in my notes. (If so, hand in a copy of the questions.) |
| — | — | 3. As soon as possible after class, I plan to use another color pen to edit (revise) my notes. I will circle key words and highlight or underline main points. |
| — | — | 4. I plan to recite my notes. |
| — | — | 5. I plan to review my notes at least once a week and always before quizzes, tests, or examinations. |

- — 6. I plan to synthesize my notes by comparing this set of notes with previous lecture notes as well as with textbook information.
- — 7. Other (describe goal):

C. AFTER the lecture, evaluate your work.

1. How well were you able to put the instructor's ideas in your own words?
2. Were you able to get the thesis and main points? If no, why not?
3. How much time did it take to revise your notes?
4. How soon after the class did you do the editing?
How did this affect your editing?
5. Did you work with someone else? How?
6. Were there any particular problems involved with the note-taking?
(Did you have any emotional responses, e.g., doubt, hostility, boredom, etc., toward the subject, content, or speaker?)
7. How did the class notes relate to the textbook material? (Or, looking at it from the other way, how is the text used in relation to the class?)
8. Have you reviewed your lecture notes since you revised them?
How has this editing affected your review?

Check any listening problems you encountered during the lecture:

- _____ 1. I was not prepared. (State why.)
- _____ 2. I did not pay attention. Check any reason below which applies:
- ___ Not interested in the topic. ___ Speaker began before I was ready.
 - ___ Speaker was boring. ___ I can't concentrate the entire time.
 - ___ Could not hear speaker. ___ I daydreamed.
 - ___ Poor speaker delivery. ___ Distracted by people in class.
 - ___ Personal problems. ___ Distracted by factors in room.
 - ___ Thinking about my response. ___ Speaker talked over my head.
- _____ 3. I did not paraphrase. Check any reason below which applies.
- _____ Missed some points and couldn't get back on track again.
 - _____ Material was too hard; I didn't understand it.
 - _____ I already knew the information and didn't bother writing it down.
 - _____ There were too many details to keep track of.
 - _____ I didn't see how the support material related to the main pts.
 - _____ I copied the ideas verbatim instead of paraphrasing.
- _____ 4. I did not plan or organize my notes. Check any reason below which applies:
- _____ Could not tell main points from supporting materials.
 - _____ Did not know the meaning of or reason for the examples.
 - _____ Speaker's pace was too fast.
 - _____ I didn't ask questions about points that confused me; I hoped they would not be on a test.

LISTENING SKILLS LAB 94

LISTENING DYNAMICS EVALUATION

1. What is the central message (thesis) of this tape?
2. What are the three skills effective listeners use? (The main points that develop the central message or thesis?)
3. What can you do with your body to show that you are listening? (These will encourage the other person to speak.)
4. What is the difference between open and closed questions?
5. How does questioning make the speaker feel listened to?
6. What is paraphrasing?
7. What are the advantages of paraphrasing?

LISTENING SKILLS LAB 94

Analysis of Natural Conversations

Directions: Use these questions to analyze the conversation between Bruce and Mrs. Lee.

1. Who should have been listening when?
2. When would a paraphrase have been helpful?
3. How could you tell that one of the participants was not focusing?
4. Were the questions asked appropriate?
5. Who exhibits which type of listening behavior when?

Focusing:

Questioning:

Paraphrasing:

LISTENING SKILLS LAB 94

Analysis of Natural Conversations

Directions: Use these questions to analyze the conversation between the husband and wife.

1. Who should have been listening when?
2. When would a paraphrase have been helpful?
3. How could you tell that one of the participants was not focusing?
4. Were the questions asked appropriate?
5. Who exhibits which type of listening behavior when?

Focusing:

Questioning:

Paraphrasing:

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LISTENING SKILLS LAB 94

Analysis of Natural Conversations

Directions: Use these questions to analyze the conversation between the three librarians: **Bonnie, Carol, and Mitch.**

1. Who should have been listening when?
2. When would a paraphrase have been helpful?
3. How could you tell that one of the participants was not focusing?
4. Were the questions asked appropriate?
5. Who exhibits which type of listening behavior when?

Focusing:

Questioning:

Paraphrasing:

LISTENING SKILLS LAB 94

LISTENING FOR UNDERSTANDING CRITIQUE FORM

Comment: When listening for understanding, your main purpose is to learn new information, to more clearly understand a given idea, or to clarify a subject that is confusing to you. Combining the skills for enjoyment listening, listen now for the purpose of *understanding* a given message.

1. Who is speaking?
2. What is the subject of the tape?
3. What are some of the main ideas or points made by the speaker?
 - a.
 - b.
 - c.
 - d.
 - e.
4. What supporting material is used to prove the main point? Give one example of each.

Facts (Examples) :

Statistics (Numbers/Figures):

Testimony (Reference to authority):

5. How does the speaker begin and conclude the presentation?
6. Are there words you don't understand? List five and define them.
7. Was the speaker believable? Explain.
8. Are there ideas, terms, or concepts that are not explained by the speaker? List four of these.

Tape

LISTENING SKILLS LAB 94

EVALUATIVE LISTENING CRITIQUE FORM

Comment: Evaluative listening includes those skills necessary to listen for understanding, comprehension, and enjoyment. However, you are also trying to evaluate the message in terms of its strengths and weaknesses, effectiveness, and presentation. To be sure, this task is difficult and often times subjective. The following questions are designed to give you some guidance in your listening with the hope that you can more effectively evaluate a message.

1. What was the purpose of the tape (informative; to increase understanding; to reinforce beliefs, attitudes; change beliefs, attitudes; a call to action)?

2. What was the main point/idea of the message?

3. Was the speaker's delivery effective? Explain.

4. Was the speaker believable? Explain why or why not.

5. Describe the speaker's style. Was the language appropriate?

6. What supporting material was used to prove the main idea?

Facts:

Statistics:

Testimony:

Were these used effectively? How?

7. How many details can you remember accurately? List five.

8. What did you learn from the tape? Summarize.

9. What recommendations would you make to the speaker to improve his/her delivery and content?

10. Did you enjoy the tape? Why or why not?

LISTENING SKILLS LAB 94

EVALUATION OF GOALS

1. Review the goals you set at the beginning of this course on the goals sheet, "Self-Inventory of Listening Behavior, Part 2."
2. Describe the progress you have made this far in improving your listening skills.
3. If you feel new goals are needed at this point in the course, set them. List them here.
4. If you need additional help in achieving your goals beyond the present assignments in this course, please see the instructor for assistance.

Film: The Power of Listening

LISTENING SKILLS LAB 94

Evaluation: The Power of Listening

Directions: After viewing the film, "The Power of Listening," write responses to the following questions.

1. What are your feelings about putting the other's needs first when you are listening?
2. What are words that send your mind "reeling"?
3. What is 'active' listening? Describe.
4. What do you think is the most important aspect of active listening?
5. Which nonverbal cues most clearly tell you that the other person is listening?
6. Think of a person you know whom you consider to be an active listener. How do you feel when you talk to him or her?
7. Complete the following sentences:

I can listen effectively and actively when _____

I do not listen effectively when _____

PRACTICE active listening with a friend and observe its effects.

Tape

LISTENING SKILLS LAB 94

ENJOYMENT LISTENING CRITIQUE FORM

Comment: When listening for enjoyment you can increase your pleasure by relaxing, using your imagination, and by reliving the events of the speaker. There are many skills to develop when listening for enjoyment; however, we will focus on only two--concentration and detail. Keep in mind, other skills are necessary when listening for enjoyment, but being able to concentrate and remember details means you are on your way!

Concentration

1. As you listened to the tape, were you distracted from the content?

About how many times? _____

2. What were some of the distractions? List five.

3. How long did it take for you to concentrate on the material again?
(approximate time? _____)

4. Considering the distractions during your first listening experience,
have you been able to increase your concentration time?

By how much? _____ How did you do it?

Detail (Respond on back of page, if necessary.)

5. How many details can you remember accurately? List five.

6. How many details can you recall vaguely? List five.

LISTENING SKILLS LAB 94

Listening Articles - Critique Form

Title_____

_____ **Date**

Author:_____

1. What was the main point of the article?

2. Did the author use any evidence or theory to support her/his main point?
List five supporting statements.

3. What was the purpose of the article? Did it supply information? Was it persuasive? Do you feel that the author achieved her/his purpose?

4. What did reading this article help you to understand about listening?

5. Did the author suggest any ways for you to improve your listening skills?
List them.

Listening Skills Lab 94

ANALYSIS OF FEEDBACK ASSIGNMENT

Directions: Attend a lecture or public speech of your choice, on or off campus. This may be done in one of your classes. Observe the audience members' use of feedback as well as the speaker's response(s) to it.

1. Describe the feedback you observed (verbal and nonverbal).

2. What were the positive effects on the speaker from its use?

Were there apparent negative effects? Describe.

3. How was giving the feedback useful for the audience members?

Was giving the feedback at all detrimental for the audience? Describe.

4. Were there instances when you would have liked to have spoken and/or asked a question?

What enabled you to do this?

What prevented you from speaking or asking a question?

LISTENING SKILLS LAB 94

INDIVIDUAL PROGRESS FORM

Congratulations! You have demonstrated the ability to complete an individualized learning course. This has required you to have initiative in working on your own and to use your ability to be self-motivated. These are personal characteristics that will serve you well in a variety of life situations.

Your improved listening skills will strengthen your overall communication ability. You will notice that you have and/or will become a more effective sender of messages as well as a receiver. You have also learned that the process of developing communication skills is life-long. I wish you well in your efforts!

Directions: Write your responses to the following questions.

1. Do your WATSON-BARKER Listening Test scores indicate that you have made progress in your ability to listen effectively? (See the lab assistant for help with interpretation of your scores.)
2. What are your strengths as a listener now?
3. In what areas of listening behavior, are you going to continue developing your skills? (Interpersonal? Small group? Lecture?)
4. What are your goals for strengthening your listening skills after you complete this course?

LISTENING SKILLS LAB 94

COURSE EVALUATION

Your feedback through this evaluation form will enable the course to continually be improved. Please feel free to give oral feedback to the lab assistant or the instructor, also--it will be welcomed! Thank you.

1. Which assignments assisted you the most in developing your listening skills?
2. Which assignments were difficult for you to understand?
3. What are your suggestions for strengthening the course?

	Yes	No
4. Were the lab assistants knowledgeable?	_____	_____
Enjoyable to work with?	_____	_____
Helpful?	_____	_____
5. Did you meet with the course instructor?	_____	_____
Was she knowledgeable?	_____	_____
Enjoyable to work with?	_____	_____
Helpful?	_____	_____
6. Would you have liked to have had more discussion with the instructor?	_____	_____
7. Would you have liked to meet with other students and the instructor for discussion?	_____	_____
For practice?	_____	_____